

SPEECH-COMMUNICATIVE SPHERE AS A FACTOR OF FORMING PREPAREDNESS FOR PREDICTION IN JUNIOR SCHOOLCHILDREN WITH SPEECH DISORDERS

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ABSTRACT

Introduction: The relevance of the problem of studying the features of speech prediction of junior schoolchildren with speech disorders is due to an increased attention of researchers to the issues of successful socialization of children with disabilities. The Federal Target Program for the Development of Education for 2016-2020 emphasizes the need to make special attention to the situation related to ensuring the accessibility of quality education and creating conditions for the successful socialization of persons with disabilities. Knowledge of speech prediction skills is one of the most important conditions for the successful socialization of a child with a developmental disability and is of paramount importance for the adaptation of such a child to the situation of school education. This forms the purpose of this study: to study the features of speech prediction in children of primary school age with speech disorders, the insufficient development of which can lead to unsuccessful socialization. *Methods:* The basic method of work is an experiment that includes the methods for collecting anamnestic data, monitoring the behavior and speech activity of children, the expert evaluation method and the method of constructive-comparative analysis. *Results:* The analysis of data obtained during the study made it possible to study the features of speech prediction in junior schoolchildren with speech disorders and normative speech development. *Discussion:* The data obtained as a study result confirm that the problem of studying the speech-communicative sphere of junior schoolchildren with speech disorders has not been studied enough in the structure of prognostic competence. *Conclusions:* We proved the influence of unformed speech-communicative sphere of junior schoolchildren with speech disorders on the development of their prognostic activities. *Summary:* The experiment results make it possible to plan the trajectory of further studies on studying the features of speech prediction of junior schoolchildren. The data obtained during the study can be used by specialists involved in the education of children with speech disorders.

Keywords: socialization, junior school age, prognostic competence, speech communication, children with speech disorders.

INTRODUCTION

The relevance of the problem of studying the features of speech prediction of junior schoolchildren with speech disorders is due to the influence of speech disorders on prognostic activity, the unformed nature of which subsequently affects the socialization of children of this category. In this scientific work, socialization is considered from the point of view of the clinical and psychological approach, within which the socialization process includes not only a plan for the correspondence of the person's external behavior to the norms accepted in society, but also includes the internal psychic characteristics of the individual, which act, on the one hand, as a condition of human adaptation in the social environment, and, on the other hand, as a condition of mental health/ill health, personal self-actualization. In this regard, there is the question of the effectiveness of socialization, namely, its success and failure, which is considered in the works of P. Berger and T. Lukman, A.I. Kovaleva, V.D. Mendelevich et al. According to V.D. Mendelevich, the successful socialization means the success of person's adaptation to various situations, their change, as well as emotional (internal or external) acceptance of the environment [1].

Currently, the most critical issue is the successful socialization of children with disabilities, since one of the factors of psychologically healthy individual, which is able to overcome the life difficulties, is the formed ability for predictive activity, and the prediction ability disorder predetermines social maladjustment.

Thus, one can assume that one of the conditions for successful socialization is the formed readiness for prediction, which we consider as the ability of the individual to anticipate the course of events, to predict the development of situations and his own reactions to them with a high probability, to act with temporal and spatial anticipation [2]. In the studies of V.D. Mendelevich, this ability is characterized as prognostic competence. L.A. Regush distinguishes three functions of prognostic competence: regulative, cognitive, and communicative [3]. The cognitive function is to know the future in various ways. Regulative function refers to the willingness to meet with various events, anticipate them in behavior, and plan some actions. Communicative function implies planning and anticipation of various communication situations [3].

The problem of forming readiness for prediction in children of primary school age, which is explained by the age-specific features of this period, has been insufficiently studied to the present day. Firstly, the specificity of junior school age consists in the change of leading type of activity: gaming activities are changed for the educational activities, resulting in significant changes in the mental processes of a child [4]. Secondly, it consists in changing the content and ways of organizing interaction with others as a source of personal development. Thirdly, it consists in the active development of verbal-logical thinking. In this regard, the mastering of communicative skills becomes important. Thus, the child's social "I" is established, the social position of the schoolchild is formed, the school skills and abilities are developed, as well as the school interpersonal relationships are developed at the junior school age, which makes it possible to talk about the sensitivity of this stage in the socialization process [5, 6]. All this requires the developed prognostic abilities, "the ability to anticipate (and, of course, build the images of achievement) from the child, which includes not only purely sensorimotor mechanisms, but the semantic structures as well" [7].

One of the conditions for the successful development of prognostic abilities in junior schoolchildren is the formation of speech-communicative sphere, which is considered as a strategic forecasting process aimed at achieving a communicative goal by planning a variety of theoretical methods of its achievement [8].

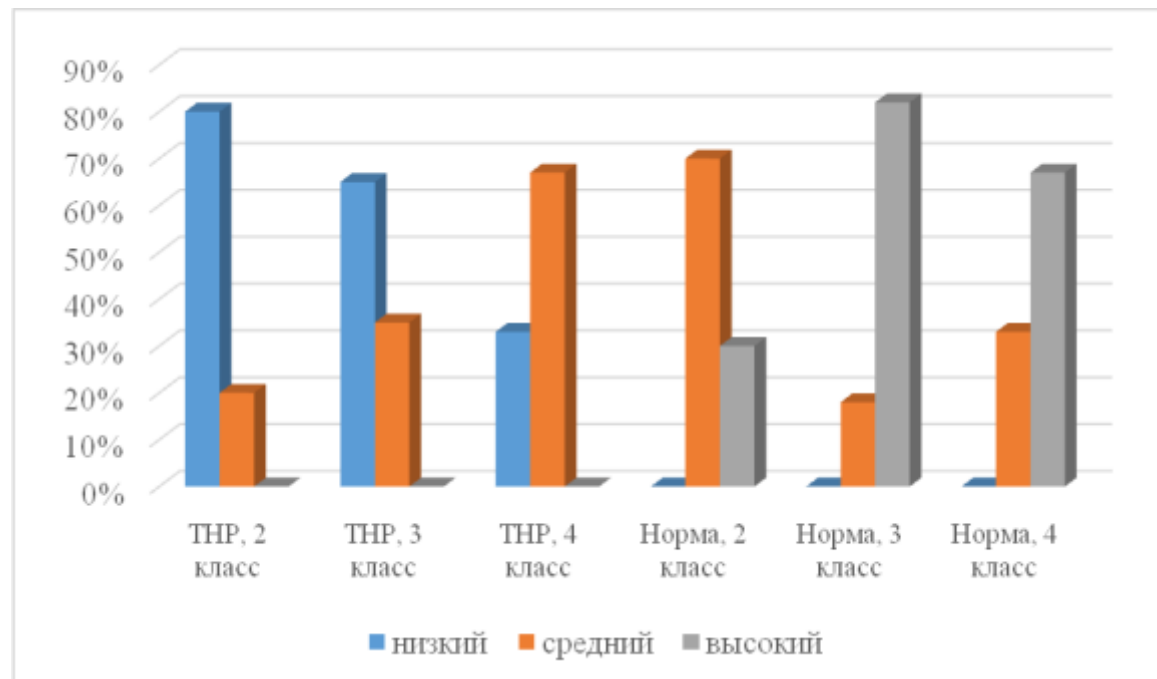
However, the conducted analysis of modern studies has shown that the features of the speech-communicative sphere of prediction in children of primary school age have not been studied enough. Moreover, this problem is not adequately covered in relation to junior schoolchildren with disabilities, including children with severe speech disorders.

METHODS

To reveal the features of speech prediction of junior schoolchildren with speech disorders in the structure of prognostic competence, we conducted an experiment, in which we applied the assignments from the methodology of E. L. Cherkasova, E. N. Morgacheva "Identifying the Formation of Communicative Skills" [8], which assumed a grade-level evaluation system. The experimental study was organized on the basis of the following institutions: the State-Funded Educational Institution "Kazan Boarding School No. 7 for Children with Disabilities" of Kazan, the Municipal State-Funded General Education Institution "Tatar Gymnasium No. 14 named after Hadi Atlasi of Bugulma Municipal District of the Republic of Tatarstan" and the Municipal State-Funded General Education Institution "Gymnasium No. 1" of the Chistopol Municipal District of the Republic of Tatarstan. The study involved 84 students aged from 8 to 11 years old, of which 42 students were with speech disorders and 42 students were with normative speech development.

RESULTS

In the course of studying the children with severe speech disorders (SSD) and with normative speech development, we have obtained the following results, which are presented in Figure 1.



THP, 2 класс	SSD, 2nd form
THP, 3 класс	SSD, 3rd form
THP, 4 класс	SSD, 4th form
Норма, 2 класс	Norm, 2nd form
Норма, 3 класс	Norm, 3rd form
Норма, 4 класс	Norm, 4th form
низкий	low
средний	medium
высокий	high

Fig. 1. Analysis of the results of speech communication field formation in children with SSD and with normative development.

The low level of speech communication formation, which was noted among eight students and amounted to 80% of the number of respondents, was most inherent in the second form students with severe disorders. Two students (20%) had an average level of speech communication formation, a high level was not revealed. The second form students with severe speech disorders cannot reproduce or continue the dialogue, they lose the course of events. In the course of carrying out the tasks, the respondents were not aware of the possibility of existence of different points of view, stated their opinion inadequately to the situation, and did not argue it. Particular difficulty was caused by the tasks in which it was required to

restore the order of dialogue replicas or to continue dialogue, a story. The respondents demonstrated the lack of ability to anticipate the outcome of events, operated only on the information read. Joint activities were not available for children of the second form, everyone worked for himself, they did not control the situation in joint activities.

The low level of speech communication formation was revealed in eleven students in the third form students with severe speech disorders, which accounted for 65% of the number of respondents. The medium level of speech communication formation was revealed in six students (35%). The high level of speech communication formation was not observed. The students in this form perceived the speech situation with distortions, they paid more attention to minor facts and details. As in the previous age category, the third form students did not realize the possibility of existence of different points of view, responded briefly, did not argue their answers. During the task performance, it was noted a low level of ability to predict the situation outcome. They had difficulties in continuing the dialogue, required stimulating assistance, they answered questions more frequently than asked their own in the dialogue. The task, in which it was required to restore the order of replicas, caused the greatest difficulties, since the students did not feel the logical connection between the replicas and read them in their original form, believing that this was correct. Working in a team without stimulating and motivating help from the teacher was not available to the children, which manifested itself in quarrels or refusal to complete the assignment. When the students were asked to talk about their activities in the team, they answered briefly, without arguing the answers.

The medium level of speech communication formation, which was noted among ten students and amounted 67% of the number of respondents, was most inherent in the fourth form students with severe speech disorders. The low level of speech communication formation was revealed in five students (33%). The high level of speech communication formation was not observed among the students. Compared with the previous forms, the students are able to adequately perceive the speech situation, they substantiated their answers more fully, made fewer errors in the use of speech resources. As in other forms, the tasks aimed at predicting the outcome of the speech situation caused difficulties.

Thus, the low level of speech communication formation is most inherent in the children of primary school age with speech disorders (24 students (57%)). The medium level was detected in 18 students (43%), high level was not defined.

The medium level of speech communication formation is inherent in the second form children with normative speech development (7 children (70%)). The high level was detected in 3 students (30%), the low level was not defined. The children of this age group had difficulties with thinking up the end of the story, continuing the dialogue, there were attempts to retell.

The high level of speech communication formation is inherent in 14 children (82%) of the third form with normative speech development. The medium level was detected in 3 students (18%), the low level was not defined.

The fourth form students showed the following results: a high level of speech communication formation in 10 children (67%), a medium level was detected in 5 students (33%), a low level was absent.

DISCUSSION

The results obtained are consistent with the studies of A.A. Tvardovskaya, A.I. Akhmetzyanova, T. Artemyeva, I.A. Nigmatullina, where it is emphasized that the prediction is formed by 10-11 years old in children of primary school age with normative development, and it is formed in later terms and has its own peculiarities, manifested in the complexities of predicting and planning communicative situations, in the inability to program future communication and, accordingly, to implement the communicative plan in accordance with social norms in children with deficit development. The analysis of the results obtained

suggests that speech disorders negatively influence the prediction formation, which may lead to the formation of deviant behavior in this category of children in the future, as evidenced by Melissa A. Sreckovic, Kara Hume, Harriet Able [13], A.A. Mrachko, L.A. Kaczmarek [14], J. Marshall, S. Harding, S. Roulstone [15], A. Sylvestre, J. Brisson, C. Lepage, L. Nadeau, I. Deaudelin [16], B. Karen, G. Lynsey, J. Miranda [18].

SUMMARY

Thus, the analysis of the obtained results showed that readiness for speech prediction is formed by 9-10 years old in children of primary school age with normative development, and in more prolonged periods in children with severe speech disorders, and had specific features caused by speech disorders. This is manifested in the inability to predict socio-psychological situations and program the upcoming communication, to manage this process in the socio-psychological aspect due to the inability to plan a communicative situation and predict its outcome, to implement a communicative plan in accordance with the social norms by finding appropriate communication methods and forms of interaction between people. The theoretical and qualitative-quantitative analysis of the results obtained in the course of this study suggests that speech disorders negatively affect the prediction formation, which can lead to the formation of deviant behavior in this category of children in the future.

CONCLUSIONS

The theoretical and qualitative-quantitative analysis of the results obtained in the course of this study suggests that speech disorders negatively affect the prognostic activity, especially the speech prediction of children with speech disorders. This proves the need for further study of the features of prognostic competence of junior schoolchildren with speech disorders. It should be noted that the creation of a diagnostic tool for assessing the formation of prognostic activity of junior schoolchildren will allow solving many problems of children with speech disorders associated with the peculiarities of their defect in a timely manner.

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